Grade 3 Math

Subclaim: Supporting Content

The standard designation is included preceding each evidence statement.
Evidence Statements may:
1. Use exact standard language
2. Be derived by focusing on specific parts of a standard
3. Be integrative - the testing of more than one of the standards on a single item/task without going beyond the standards to create new requirements

Evidence Statements	Clarifications	Relationship to Mathematical Practices
Numbers and Operations Base Ten (NBT)		
3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	●Tasks have no context. ●Tasks are not timed	
3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.	●Tasks have no context.	MP.7
Measurement and Data (MD)		
3.MD.3-1 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	●Tasks involve no more than 10 items in 2-5 categories. ●Categorical data should not take the form of a category that could be represented numerically (e.g. ages of students). ●Tasks do not require students to create the entire graph, but might ask students to complete a graph or otherwise demonstrate knowledge of its creation.	MP.2
3.MD.3-3 Solve a put-together problem using information presented in a scaled bar graph, then use the result to answer a "how many more" or "how many less" problem using information presented in the scaled bar graph. Content Scope: 3.MD.3	●Tasks do not require computations beyond the grade 3 expectations.	MP.4
3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.		MP.2, MP.5
3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.		MP.2, MP.4, MP.5

Geometry (G)		
3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.		
3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.		
Word Problems (Int)		
3.Int.3 Solve real world and mathematical problems involving perimeters of polygons requiring a substantial addition, subtraction, or multiplication step, drawing on knowledge and skills articulated in 3.NBT. Content Scope: 3.MD.8, 3.NBT.2, and 3.NBT.3	●Tasks must be aligned to the first standard and 1 or more of the subsequent standards listed in the content scope. Substantial (def.) – Values should be towards the higher end of the numbers identified in the standards.	MP.1 (if the problem has a real world context), MP.4
3.Int.4 Use information presented in a scaled bar graph to solve a two-step "how many more" or "how many less" problem requiring a substantial addition, subtraction, or multiplication step, drawing on knowledge and skills articulated in 3.NBT. Content Scope: 3.MD.3, 3.NBT.2, and 3.NBT.3	●Tasks must be aligned to the first standard and 1 or more of the subsequent standards listed in the content scope. Substantial (def.) – Values should be towards the higher end of the numbers identified in the standards.	MP.1, MP.2, MP.4